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Studies of failing pupils.—An example of an attempt to connect the work of a university class in experimental education with an investigation of some actual school conditions is described in a recent number of the "Johns Hopkins University Studies in Education." In this monograph¹ a class under the direction of Professor Bird T. Baldwin presents the results of an analysis of the abilities of a group of children, most of whom had failed to make their grade in the previous school year. The results of the study are summarized in an introductory chapter by Dr. Baldwin.

The report gives the results of a series of physical, mental, and educational tests applied to a group of one hundred and twenty-nine pupils. The tests used were a series of physical measurements, the Yerkes-Bridges Point Scale, the Binet Scale, Courtis Arithmetic Tests, Woody Arithmetic Scale "A," the Ayres, Freeman, and Thorndike Handwriting Scales, the Kansas Silent Reading Test, Starch's Comprehension Test, Thorndike's Vocabulary Test, the Ayres, Buckingham, and Starch Spelling Scales, the Trabue Completion Test, and the Hillegas and the Ballou Composition Tests. The results of these tests are presented in a series of reports prepared by those who were responsible each for a particular task. The author in commenting upon their publication states that "they have been prepared and published essentially for the benefit of the students who made them, in order that the students may have the advantage of the unity of the course and the opportunity to improve on their own work" (pp. 1-2).

The monograph is in essence a series of student term papers, and as such it furnishes an example of carefully prepared class reports. As a contribution to the field of experimental education it possesses little value. Considering the difficulties of publication at the present time and the urgent need of facilities for making available the results of productive research, one is tempted to question the practice of publishing monographs "essentially for the benefit of the students who made them."

A series of books on social welfare work.—The actual work of social reconstruction now going on in the world presents a multitude of problems to those at work in the field. Such a nebulous situation requires the formulation of a comprehensive body of material which will serve as a point of departure in the thinking of each individual in service. *The Social Welfare Library*, edited by Edward T. Devine, is an attempt to fill this need. The first volume² of the series has appeared and in it one finds "an effort to approach our social problems from the standpoint of the community as a whole."

¹ BIRD T. BALDWIN and OTHERS, *Studies in Experimental Education*. "Johns Hopkins University Studies in Education," No. 3. Baltimore: Johns Hopkins Press, 1920. Pp. xii+75.

² JOSEPH KINMONT HART, *Community Organization*. New York: Macmillan Co., 1920. Pp. x+230.

The editor's introduction to the volume sets forth pointedly the purpose and aim of the series in the following words:

The Editor's desire is that the studies which appear in this Library shall do something to supply the deficiency to which attention has been called; that they shall contribute to social thinking rather than to technique, while not undervaluing the latter; that they shall add to the general knowledge of the social conditions in the midst of which social work is done rather than re-analyze processes already sufficiently established; that they shall aid in a human appreciation of the difficulties caused by sickness, poverty, and maladjustment, rather than make converts to some one way of meeting difficulties.

With this aim in view Professor Hart takes up the larger problem of community organization and discusses it in a thoughtful, sincere, and suggestive manner.

The book contains thirteen chapters with the following titles: "Backgrounds," "The Present Situation," "The Individual as the Basis of Community," "The Function of the Social Sciences," "The Democratic Ideal," "Some Important Tasks," "Types of Preliminary Effort," "Obstructions Developing Community Deliberation," "The Inclusive Program," "From Deliberation to Action," "Keeping the Program Human," and "The Problem of Leadership."

At the outset the author draws a sharp distinction between the development of the community by extreme individualism on the one hand and by complete regimentation on the other. "Democracy," he states, "and the scientific spirit alike demand a social order that shall be intelligent and still be free." Throughout the volume the ultimate goal of community organization, democracy, is kept uppermost in the mind of the reader. That the present status of society is far from the goal is explicitly stated. Suffice it to say the theory of the book is pragmatic.

The book is extremely well written. The language is clear, simple, and understandable. The author's viewpoint is thoroughly modern and reflects his wide practical experience in the field of social service. Although it is a sketch of the high points in a wide field which is more or less dimly described, the material presented should stimulate others to further exploration in the same direction.

Source material for art teachers.—The course of study for art in the elementary schools is frequently outlined in less detail than the courses for the formal subjects. This places an increased responsibility upon the art teacher for finding and organizing a sufficient body of material to meet the lesson requirements. For teachers who find difficulty in discovering suitable lesson material a recent book by Mr. Glass¹ will prove very serviceable.

¹ F. J. GLASS, *Drawing Design and Craftwork*. New York: E. P. Dutton & Co., 1920. Pp. vii+215. \$6.00.